

Course title	credits	semester	description
Pre-professional Phase			
OS 104 Seminar I Professional Behaviors	1	1 st year spring	This course will examine professional behaviors and ethical standards guiding the practice of occupational therapy. Students will learn how to develop rapport with others through a process of self-reflection, and develop interpersonal and inter-professional communication skills necessary to become an effective team member.
OS 201 Seminar II Occupations	2	2 nd year fall	This course will cover the application of the Occupational Therapy Practice Framework: Domain and Process (OTPF) to person's, groups' and population's engagement in meaningful occupations. Client factors, performance skills, performance patterns and contexts and environments that impact performance in occupations will be addressed. This course will facilitate the development of personal occupational configurations that examines one's time use of daily occupations as a foundation for understanding the importance of engagement in occupations.
OS 202 Seminar III Professional writing	2	2 nd year spring	This course will introduce professional writing that meets all the standards, including technical writing skills and the use of APA.
Professional Phase			
OS 301 Applied Functional Anatomy	4	3 rd year fall	This course will provide the student with a detailed understanding of the musculoskeletal anatomy of the limbs, trunk, neck and head in humans. Since this understanding is critical to enhance the ability of the student to work with clients with disabilities, and to promote meaningful and effective occupational therapy practice, it is considered as a foundation for the study of occupational therapy intervention. The focus of the course will be on how bones and muscles work to produce movement. Case studies based on conditions will be used to facilitate learning, with a focus on understanding occupational performance via dynamic reasoning while using the language of the OT Practice Framework. The course will include some content on the nerves and blood supply to these organs, as they influence function.

OS 303 Occupational Development	3	3 rd year fall	In this course, development and the aging process, from birth through end of life, will be studied from the viewpoints of a variety of theoretical frameworks including occupational science. Client factors and performance skills that change as a person ages will be presented. The dynamic process of engagement in occupations and the influence this has on the life process will be explored.
OS 305 Intro to Occupational Science	4	3 rd year fall	This course examines the history and discipline of occupational science in depth within the context of the person, along with economic, political, biological, psychological, social, cultural, and political elements of occupational behavior. The course covers historical and current trends from the occupational science literature and evidence base. The course analyzes the impact of occupation on the evolution of the individual, including motivation, autonomy, a sense of competence, social efficacy, role learning, quality of life, and adaptation styles. The course covers the development of an occupational repertoire, leadership skills, and a framework for occupational analysis as experienced individually, in groups, and in society.
OS 307 Environments and Contexts	3	3 rd year fall	The course will explore the impact of the non-human components of the environment on the functional performance of individuals with disabilities, and environmental adaptations (including hi tech and low tech assistive technologies) that allow a person with a disability to function more fully in the environment. The course will examine the effect of lighting, temperature, visual and auditory stimuli, and physical structure on the cognitive, physical, and emotional performance of individuals with disabilities, and how these factors influence control, independence, and freedom of the individual.
OS 302 Applied Neuroscience	4	3 rd year spring	This course addresses neuroanatomy and basic neurophysiology as they relate to developing body structures and functions and their influence on occupational performance. Students will apply neurological concepts, conditions and testing to case studies using dynamic reasoning.
OS 304 Conceptual Foundations	3	3 rd year spring	The course will explore foundational concepts and documents in occupational science and occupational therapy including American

			Occupational Therapy Association policies and documents, the history of the profession, and roles and responsibilities in various contexts. Current and emerging theories and frames of reference will be explored. Evidenced-based practice and how it is used with dynamic reasoning will be introduced.
OS 306 Research Design	3	3 rd year spring	This course will cover the application principles and methods of a variety of research designs within both qualitative and quantitative research paradigms. Research studies will be critiqued related to their design, validity, reliability, significance, limitations, and clinical application. There will be an emphasis on understanding and evaluating research paradigms and designs as the evidence base for meaningful and effective occupation-based practice.
OS 308 Interpersonal Processes and Group Dynamics Across the Lifespan	3	3 rd year spring	This course will examine the evidenced based, theoretical foundations guiding group processes. The course will present group development, facilitation and outcomes assessment strategies across the lifespan. Becoming an effective group leader by promoting positive group interactions and managing interpersonal dynamics within the group will be addressed.
OS 310 Seminar IV Pre fieldwork and cultural competence	2	3 rd year spring	This course will describe the fieldwork experience process and the skills needed to successfully complete a Level I and Level II fieldwork experiences. Cultural sensitivity and competence will be addressed.
OS 401 Occupational Performance Analysis	4	4 th year fall	This course focuses on the comprehensive and occupation based occupational therapy evaluation of individuals across the lifespan based on their unique needs and goals. Evidenced based assessment and evaluation strategies, such as completing interviews, observations, nonstandardized and standardized assessments and the development and analysis of an occupational profile will be presented.
OS 403 Evidence Based Practice	3	4 th year fall	This course will introduce evidence-based practice and the process of developing a clinical question, gathering current published evidence, completing a critical appraisal of the evidence, and summarizing and presenting the results of the critical appraisal process. The analysis of systematic reviews in peer reviewed journals will be presented.

OS 405 Community Based Practice	3	4 th year fall	The Community Based Practice course is designed to introduce the student to community based practice settings and to help the student develop the necessary skills to work in emerging areas of practice within the profession. This course will explore the current trends that reflect a shift in the delivery of occupational therapy services from traditional settings to health promotion and wellness programs in the community. The course will identify and critique programs that promote access to occupational therapy and explore occupation-centered programs at community based agencies that serve various groups and populations. Emphasis will be placed on underserved populations living in the community and/or at-risk populations including children and youth, adults and older adults.
OS 407 Clinical Reasoning and Conditions	3	4 th year fall	This course introduces medical terminology within the context of developmental and health conditions. It examines the etiology, risk factors, symptoms, prognoses, and occupational performance deficits associated with health and developmental impairments often seen in individuals served by occupational therapists. The course shows how occupational therapists may best serve clients who have these impairments via clinical and dynamic reasoning. The course utilizes student-designed active learning experiences to inform and illustrate current evidence-based health and occupational therapy practices.
OS 461 Level I Experience I : Clinical Reasoning	1	4 th year fall	The Level I experience will introduce interpersonal interactions with others, utilization of professional behaviors, and application of knowledge to the assessment of individual's occupational strengths and needs in simulated environment. Application of foundational knowledge, observations of functional performance, and reflections of interactions to enhance clinical reasoning will be addressed.
BS in OS Graduation			degree conferral
Doctoral Phase			
OT 534 Adult Occupational Performance Intervention	4	4 th year spring	The Adult Occupational Performance Intervention course teaches intervention skills required by the occupational therapist that works with the adult population in a variety of practice settings. The

			<p>process of intervention, which this course emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services. This is done in accordance with the OT profession's standards of practice and code of ethics. The interventions, via dynamic reasoning, will be client-centered, occupation and evidence based, and culturally relevant to facilitate meaningful and effective occupational therapy practice.</p>
OT 535 Geriatric Occupational Performance Intervention	4	4 th year spring	<p>The Geriatric Occupational Performance Intervention course teaches intervention skills required by the practicing occupational therapist. The process of intervention which this course emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services for individuals in the geriatric population. This is done in accordance with the OT profession's standards of practice and code of ethics. The interventions, via dynamic reasoning, will be client-centered, occupation and evidence based, and culturally relevant, to facilitate meaningful and effective occupational therapy practice.</p>
OT 606 Intro to doctoral professionalism and scholarship seminar	1	4 th year spring	<p>This course facilitates the synthesis of clinical, research and professional knowledge in the field of occupational therapy to support the development of capstone project interests. Prior capstone projects will be analyzed and individual student strengths will be considered in the context of potential projects. Professional writing at the doctoral level is emphasized.</p>
OT 608 Curriculum Development and Instructional Strategies	3	4 th year spring	<p>In this course foundational elements influencing a curriculum design, the structure and content of curricula and syllabi, and the development of specific learning plans are presented. Instructional design strategies, including traditional, innovative and online, for varying learning strengths and abilities will be addressed. The role of the occupational therapist as an educator in clinical, community and academic environments will be presented.</p>

OT 536 Level I experience II	1	4 th year spring	This level I experience II provides students the opportunity to apply clinical reasoning, group dynamics, and basic clinical skills by participating in a 12-week experience within various treatment settings with clients of ages across the lifespan. This experience will promote development of clinical reasoning skills, professional behaviors, cultural awareness, and integration of evidenced based practice.
OT 537 Level II fieldwork I	10	summer	Level II Fieldwork I is an in-depth 12-week experiential course during which occupational therapy students deliver occupational therapy services to clients in the adult and geriatric population in a variety of service delivery models. The goal of Level II Fieldwork I is to develop a competent, entry-level, generalist occupational therapist who integrates evidence and clinical reasoning in the delivery of client-centered, occupation focused intervention that is purposeful, meaningful and evidence based driven. Students practice occupational therapy in site-specific areas of practice under the supervision of an occupational therapy fieldwork educator while simultaneously engaging in a distance learning component via a Blackboard course delivered by a university instructor to enhance didactic learning.
OT 538 Management and Supervision	3	5 th year fall	This course examines the occupational therapy roles of supervisor, manager, leader, and entrepreneur needed to make effective occupational therapists who are collaborative and accessible in a complex healthcare environment. The influences of theory, evidence based research, occupation-based practice, reimbursement, governmental regulations, and ethics provide a solid foundation for students to examine and distinguish the unique role of occupational therapy in health care.
OT 539 Contemporary and Emerging Intervention	3	5 th year fall	Medical advances and changes within the health care system have led to the development and use of new and innovative interventions and emerging areas of practice. This course will provide students with an opportunity to explore and examine new technologies, interventions and emerging practice areas in occupational therapy. Topics include (but are not limited to) complementary health approaches and integrative health, health promotion and wellness, telecommunication,

			information technologies and telehealth, bionic limbs, robotics, primary care settings and other new work environments.
OT 540 Pediatric Occupational Performance Intervention	4	5 th year fall	This course will focus on occupational therapy intervention strategies for pediatric populations. Models of practice, theories and frames of reference guide the intervention process for individuals whose occupational performance is affected by various developmental, physical, and psychosocial conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services are all aspects covered in the course. Evidence based practice, dynamic reasoning, and occupation centered focus will be integrated in every lecture and assignment. This is done in accordance with the profession's standards of practice and code of ethics.
OT 657 Program Development and Grant Writing	3	5 th year fall	Occupational therapists frequently encounter system challenges limiting provision of occupation based services to people with injury and disability. This course will address doctoral level knowledge, skills, and guided experiences in program development to support leadership in all professional arenas. Innovative program assessment and development skills empower advanced clinicians to enhance life participation opportunities for people with occupational limitations. Course assignments facilitate dynamic reasoning skills in the areas of program assessment, design, funding, and execution, grounded in current evidenced based research.
OT 541 Level II Fieldwork II	10	5 th year spring	Level II Fieldwork II is an in-depth 12-week experiential course that delivers occupational therapy services to clients across the lifespan in a variety of service delivery models. The goal of Level II Fieldwork I is to develop a competent, entry-level, generalist occupational therapist who integrates evidence and clinical reasoning in the delivery of client-centered, occupation focused intervention that is purposeful, meaningful and evidence based driven. Students practice occupational therapy in site-specific areas of practice under the supervision of an occupational therapy fieldwork educator while simultaneously engaging in a distance learning component via a

			Blackboard course delivered by a university instructor to enhance didactic learning.
OT 543 Occupational Therapy Issues and Trends	2	5 th year spring	This course will explore, discuss, and critically analyze current issues and trends within occupational therapy, health care and community based systems. The OT philosophy, occupation-centered & evidence-based practice, health care trends, legislation, public policy, advocacy, health & economic disparities & social justice, professional development, cultural diversity, practice specialty areas & emerging practice areas will all be incorporated.
OT 756 Capstone I: Project Proposal	3	5 th year spring	Through small seminar group and instructor guidance, this course will facilitate the student's progression through the formal process of developing an evidence based rationale and scholarly foundation for an occupational therapy capstone project in a specific area of concentration, which may include, but is not limited to research, advocacy, program development, education, leadership or clinical skills.
OT 780 Public Policy and Advocacy	3	Summer	This course will analyze current state and federal public policy issues and the impact on the delivery of occupational therapy services. The course will present information related to public policy formation and advanced skills in leadership and advocacy including and entrepreneurial spirit and skilled interprofessional collaboration. Skills that support the identification of and competition for funding resources to support services and programming will be developed.
OT 790 Clinical Outcomes	3	Summer	Key features of both qualitative and quantitative occupation-based outcomes research are examined in this course, including a variety of approaches to research design, data collection, and data analysis. Topics covered include the relationship between independent and dependent variables, demographic variables, conceptual models of the OT intervention and outcome relationship and process, research notation, and generic and condition-specific outcome measures. The course explores a variety of outcomes research designs, including client satisfaction (or parent/caregiver) assessment, retrospective outcomes research, and client or

			parent self-reported perception of outcomes. The course examines all key tenets of human subjects protection and the IRB application/protocol process. Qualitative and quantitative data analysis approaches are demonstrated. The course provides approaches to reporting clinical outcome results via visual displays, including tables, graphs, and figures. This course demonstrates how to develop research studies for the achievement of meaningful clinical and community evidence-based practice outcomes, to build the OT knowledge base.
OT 801 IPE and Leadership	3	6 th year Fall	As delivery of allied health services becomes more complex and moves into more diverse areas, the role of occupational therapists can bring unique knowledge of the client as an occupational being in interprofessional collaboration. Students will explore methods and develop skills needed to be effective team participants and leaders of interprofessional teams in various practice settings.
OT 803 Capstone II: Preparation	3	6 th year Fall	Through small group seminar and instructor facilitation, this course will advance the student's progression in completing the preliminary steps of the approved capstone proposal, which will be individualized based on the unique capstone experience. These preparations may likely include gaining IRB approval, establishing funding sources for the project, completing independent study or open source coursework in the specialized area of focus, and developing and acquiring program plans, protocols and evaluation tools to solidify site preparations.
OT 805 Advanced Occupational Science and Theoretical Application	3	6 th year Fall	This course explores historical and current trends from the occupational science literature. Theoretical constructs from the occupational science and occupational therapy literature are explored and applied to the self and to occupational therapy practice. The course emphasizes the use of occupation in establishing life balance, and explores authentic occupation-based therapy practice on an international level. There is an emphasis on social justice and occupational therapy practice with individuals who live in challenging financial and social circumstances around the world.

OT 802 Doctoral Capstone Experiential Component	6	6 th year spring	The doctoral experiential component is an individualized, structured and in depth experience that is reflective of the curriculum design in that it prepares practitioners who are evidence based in their application of client driven occupationally based experiences in a variety of contexts and formats. In addition, the doctoral nature of the experience requires the application of knowledge and skills beyond the entry level in a focused area of the profession. These areas may include clinical practice, research, leadership, program and policy development, advocacy, or education.
OT 804 Capstone III: Implementation	3	6 th year spring	In this course the student will implement an approved capstone project in a specialized setting that supports the attainment of specialized knowledge and skills in a focused area of practice and contributes to occupational therapy professional initiatives or issues.
OT 544 Exam Prep	0	summer	This is a required non-credit course which provides students with the opportunity to take a series of practice and content examinations designed to help prepare them to sit for the NBCOT Examination. This course gives the opportunity to apply curriculum content, as well as current resources in the field, to best prepare for taking the NBCOT Board Examination. Students are challenged to analyze professional scenarios and utilize dynamic reasoning skills to resolve community and clinical practice challenges via occupation-based research evidence.
OT 851 Publication Presentation and Knowledge Translation	3	summer	This course presents content supporting the development of professional and scholarly dissemination skills across a variety of platforms. Skills for knowledge translation, publication, and professional presentations will be reviewed from the continuum of selecting appropriate avenues for dissemination through submitting proposals, developing manuscripts, and completing publication and presentation ready materials.
OTD Graduation			degree conferral